

Report on
“Online Class Observation and Conduction in English during the Outbreak of
COVID-19”



Date of Submission: 16 August 2020

Daffodil International University

Report on
**“Online Class Observation and Conduction in English during the Outbreak of
COVID-19”**

A report submitted to the Faculty of Humanities and Social Sciences in partial fulfillment of the requirements of the degree of Bachelor of Arts in English

Course Title: Project Paper
Course Code: ENG 334
Semester: Summer 2020

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Daffodil International University

Date of Submission: 16 August 2020

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Declaration by the Intern

I hereby declare that the project work titled "**Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19**" submitted to the Department of English, Daffodil International University is a record of an original work done by me under the supervision of Ms. Tahsina Yasmin, Associate Professor, Department of English, Daffodil International University and this project work is done as part of the requirement for the award of the degree of B.A. (Hon's) in English for the course Project Paper (ENG 334). The results embodied in this project have not been submitted to any other university or institute for the award of any degree.

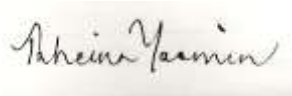
Kazi Rima

Signature of the Intern

Date: 16th August 2020

Certification of the Supervisor

I hereby certify that the intern Kazi Rima Akter bearing the ID no 171-10-441 has undertaken the course Project Paper (ENG 334) with me. In the course she observed two classes and conducted one class online at Daffodil International University. During this whole process she was in touch with me by taking guidelines from me on a regular basis, showed me her work and gave me updates about the project work. Therefore, she fulfilled the conditions and completed all the procedures of the course and the intern is qualified to submit this report.

A handwritten signature in black ink on a light-colored background. The signature appears to read 'Aheina Yasmin'.

Signature of the Supervisor

Date: 16th August 2020

Acknowledgements

At first, I am very grateful to Almighty Allah for His blessings granting me to complete this project entitled "**Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19**" successfully. I would also like to thank my parents for their whole-hearted support throughout my life. I would like to express my sincere gratitude to my respected supervisor Ms. Tahsina Yasmin for her constant support, patience and enormous contribution to preparing my internship report. Without her guidance it would not be possible to complete my project. Then I would like to thank the faculty members of the department - Rabeya Binte Habib, Fatema Begum Laboni, Shampa Iftakhar as I learnt a lot from them while doing my undergraduate courses with them. I would like to convey my gratitude to my parents who supported me through thick and thin. Without them I could not have reached here. I would also like to thank my friends and classmates who were always there to support me. I am thankful to the staff of the university who helped us in every difficulty. I am also thankful to the students of Daffodil International University for helping me to execute my project in an effective way. I am grateful to everyone.

Abstract

This report is based on the experience that I gathered during my internship project conducting an online class focusing on self-evaluation of my teaching. For that purpose I used Google Meet to complete my project. I had high expectations for bringing out the best from the students and always tried to motivate the students to speak. There was a mixture of different performing levels of students. I tried to establish a good teacher-student relationship. I always tried to maintain professionalism and a good relationship with colleagues. I used the Communicative Language Teaching (CLT) method for teaching. I always tried to make progress by using different methods depending on the context. I prepared myself in several ways depending on the elements: teaching materials, teaching style, class observation, assessment and feedback. Though it was an online class, the purpose of this report is to know how teachers organize instructions, how teachers manage students in the classroom, which materials are used in language teaching by the teachers, how they interact with students, and also to know how to enhance their language teaching. This paper includes various problems and obstacles that I had during my internship and how I overcame those ensuring a good and safe learning environment. This report concludes with some recommendations based on the findings and the checklists from the observation to make the learning process more effective.

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Chapter I

Introduction

The project paper interns used to conduct and observe classes at schools before this pandemic situation had occurred. According to the declaration of the Bangladesh Government and Ministry of Education all the educational institutions have been shut down from 16th March 2020 to reduce the spread of Corona Virus. Because of this situation, all our academic activities have transferred from physical to online platforms.

Our project paper task titled "**Report on Online Class Observation and Conduction in English during the Outbreak of COVID-19**" has also been shifted to an online platform. Due to that reason all interns had to teach and observe classes online. Our supervisor Ms. Tahsina Yasmin scheduled our classes. She instructed us with every detail of this project. She took our classes online. I was instructed to take a class of the Romantic Poetry (ENG 224) course of the students of 14th batch of Ashulia Campus. As I was free to observe any two of my peers' classes, I observed Farzana Sharmin Swarna's and Afra Anam's classes. When I took class my peers observed my class and when they took classes I observed them. In this way I experienced how to take tertiary level classes using Google Meet. It was a great opportunity for me to utilize my learning and experience to take a university class.

Chapter II

Objectives

The fundamental objectives of the proposed internship are to identify the present scenario of language learning and teaching through online classes during the outbreak of COVID-19.

The objectives are given below:

- To explore the online class situations
- To observe the interactions between teacher and students
- To explore the techniques and methods used by the teachers
- To observe the impression of the learners to learn the second language
- To observe the effective ways of teaching English language
- To find out the materials used for teaching
- To perceive the potentials of the teachers
- To perceive the feeling of students

Chapter III

Methodology

The report is a summary of the research about the online class situation in this pandemic COVID-19 situation. The authority of our university decided to give us the opportunity of taking class through an online platform. The paper includes class observation, method investigation, taking class and analyzing the performance of students.

Choosing the host institution

I could not visit any school because of COVID-19. So the authority of my university decided to give us an alternative opportunity. We were given the opportunity to take class online. Therefore, I completed my internship from my own university. The name of my institution is Daffodil International University. The branch is located in Sector 6 at Uttara, Dhaka.

Having a facilitator

The facilitator of my internship is my supervisor Ms. Tahsina Yasmin. She helped me and guided me by giving instruction through online meetings, messages and mails. These helped me a lot to complete this project.

Selecting classes

The authority of DIU allowed us to conduct and observe classes from the courses that my supervisor was teaching. I was allowed to take a class of the course named Romantic Poetry (ENG 224). I took a class on the poem “Tintern Abbey” written by William Wordsworth which was selected by my supervisor.

Classroom observation

I observed two of my peer’s classes. One was on Romantic Poetry and another was on Classics in Translation. They started their classes on time. I used the checklist to observe their classes properly.

Interviewing the teacher

I asked my course teacher to know about her strategies. She helped me a lot by sharing her method of teaching. She also shared her video lesson with me prior to the conduction of my class. I observed her classes very attentively and tried to use her method too which helped me immensely to conduct my class successfully.

Self-assessment

I took the class according to my lesson plan. I tested the students by asking questions and they answered them. I arranged some tasks and games for the students. Everyone was very enthusiastic and responded properly. I also tried to create a friendly environment in my class. I tried my best to make the online class lively by letting them read. At last I took class feedback from them.

Chapter IV

Institutional Details

Daffodil International University is a private education institution based on the system of higher education and provides an excellent environment for education in Bangladesh. It has three campuses: Ashulia Campus (Permanent Campus), Dhanmondi Campus (Main Campus) and Uttara Campus. It has a large playground in the Permanent Campus which is located in Ashulia, Savar, Dhaka. Md. Sabur Khan is the chairman of this institution and the President of Bangladesh is the Chancellor of the University. “The Landmark to Create the Future” is the motto of this university.

Name: Daffodil International University

History: Established on 24th January, 2002 under the Private University Act of 1992

Location: Uttara, Dhaka, Bangladesh

Administrative Building: Three campuses

Main campus: Dhanmondi

Permanent campus: Ashulia, Savar

Chancellor: Md. Abdul Hamid

Vice Chancellor: Professor Dr. M. Lutfar Rahman

Chairman: Md. Sabur Khan

Departments: 23

Faculty: 5

Total Students: 21,752

Total Teachers: 859

Teacher's Qualification: Masters Degree and PhD

Logo of the University:



Chapter V

Class Observation Report

I observed two classes which were conducted by one of my classmates named Farzana Sharmin Swarna (171-10-431) and another one by my senior named Afra Anam (152-10-344) respectively. They both were fabulous in their own way of teaching.

Class Observation Report One

I observed the class of Classics in Translation (ENG 431) on 15th June 2020 which was conducted by Afra Anam. She started her class at 10.00 am and finished at 10.55 am. She began her class timely and finished within time too. It was an online class that was held on Google Meet because of the pandemic situation of COVID-19. 12 students attended the class out of 38 students as it was set outside the scheduled class. She discussed the story of Book 14 of *The Iliad*.

She started her class with an ice breaking session. She showed some of the characters' pictures from the book to catch students' attention. Students were very attentive and they responded very well. She explained the lines from the text. She used pictures along with the text to make the students understand. She showed them by sharing her screen. She focused on her lecture throughout the whole class properly to achieve her objectives fully. She asked if they had any questions or confusions. She used Bangla language to make the topic easier to perceive. She prepared a one word question-answer session after giving all information on the given topic. Then she took feedback by asking interactive questions to the students. Most of them tried to give answers by speaking and using the in-built Google Meet comment box too.

She maintained her class properly from the beginning of the class to the end. She was friendly and interactive with the students. She had a clear voice throughout the class. She successfully conducted the class.

Class Observation Report Two

I observed a class of Romantic Poetry (ENG 224) course on 17th June 2020 which was conducted by my classmate Farzana Sharmin Swarna. She took classes of 1.3, 2.1 and 2.2 batches from Uttara Campus on the poem 'Tintern Abbey' by William Wordsworth. She started her class at 11.30 am and finished her class at 12.15 pm. It was an online class which was held on Google Meet. 23 students attended the class out of 30. She started her class with an introduction session. At first she gave an introduction to the poet William Wordsworth. Then she discussed the long title and its meaning. She arranged slides to make the students understand in a better way. She showed pictures of some new words. At first she showed the first section of the poem with pictures and then she explained them line by line. She also asked the word meaning of some words and students responded to her too. She used Bangla language for better understanding. Though she sounded a little nervous to me, she overcame that soon. The best thing about her class conduction was that she used the online platform significantly and fully. After giving a lecture on the topic, she took a small quiz on Google Form. Students attended the quiz. Before closing the class she took feedback about the class from the students using a Google Form which was quite impressive.

From the beginning to the end of the class, she had a clear voice and could hold the attention of the students. She successfully achieved her objectives of the lesson and conducted the class in a very friendly and positive manner.

Chapter VI

Teaching Experience

To conduct the class assigned to me I took preparation to give my level best. For that I went through some steps such as: making a lesson plan, selecting activities, arranging games and organizing my thoughts to deal with the students.

On 21st June 2020 I conducted a class of the same course Romantic Poetry (ENG 224) for the students of the 14th batch of Permanent Campus, Ashulia. I took the class on the first section of “Tintern Abbey” written by William Wordsworth. I started the class at 2.30 pm and finished the class at 3.30 pm. 28 students out of 30 were present on that day. I made a power point slide and used Google Form. I arranged a game to warm up the students. At first I showed them pictures and they had to guess a new word after matching the paired words. They answered them all. I also kept two pictures at the end so that they could guess the name of the poem. They guessed the answer properly. Then I showed them the picture of the poet and gave a brief introduction to the poet William Wordsworth. I also briefly discussed the romantic era, romantic literature and its characteristics.

I showed them the long title and explained every word of the title. I also talked about the significance of the title. I discussed literary devices such as: setting, form, category, meter and narrator. Then I made them speak the lines of the poem at first and later I explained word by word showing them pictures. I used many pictures with the text to make them understand every line of the poem properly. I also shared my own experience about going on a tour. I tried to make them perceive the knowledge of the poem and romantic era. So I tried my best to use the given time properly and arranged my lesson plan accordingly.

I made them speak throughout the class and they were also very attentive to respond. They responded on microphone and by texting in the comment box. After the discussion part, I took a small quiz on the topic in Google Form. They gave the quiz though some of them could not because of poor net connection. Before finishing the class, I gave them another Google Form to take class feedback. They responded very well.

I checked out the observation reports that were done by my fellow observers Wakil ur Rahim and Farzana Sharmin Swarna. They were present in my class and observed my teaching. Both mentioned that I should practice pronunciation skills more. I agree with them as I can acknowledge my weakness. I will try to be more careful while pronouncing and will practice to improve. I appreciate their recommendation. Another thing Swarna said that I should be more focused on the feedback of students. From my perception I tried my best to focus on that part and tried to get feedback from the students asking about their confusion several times and making them answer my questions. Still I appreciate her recommendation. I will try to be more focused on this part. Another fellow observer Wakil ur Rahim said that my voice was not clear but my other observer said my voice was loud and clear. I also think that my voice was clear enough to clarify the lesson. I tried to encourage both boys and girls to speak in my class. I appreciate their valuable recommendations. I will try to be a more effective and good speaker in future In Sha Allah. Their good comments encouraged me and inspired me a lot. I am very grateful to them for becoming my class observers. Their recommendation and good comments will improve me to become a good presenter, a good speaker and overall a good teacher too.

I am a home tutor. I have been teaching students for some years. But I did not think that I would be able to take class on an online platform in such a graceful way as physical class and online class are totally different. Moreover, I conducted a class of university students which was unimaginable. I am very grateful to my faculty teachers who taught us so many things such as: how to use Google Form, Google Slides, Docs, Google Meet, presentation. I have learnt how to be well-organized, patient, punctual and overall how to be an effective teacher from my teachers. Because of them I could utilize my knowledge and learning successfully even in this pandemic situation. I have experienced a new teaching way due to my respected teachers and because of the opportunity given by my University. So I am very satisfied.

Chapter VII

Overall Findings

Class Observation Findings

From the experience of class observations I got some important features of English language teaching to make my class educative, enjoyable and resourceful.

Lesson Formation

A lesson plan is an important element of teaching. It can help a teacher to conduct classes properly. My peers made lesson plans before taking classes. They said that lesson plans helped them to conduct their classes in an organized way.

Lesson Delivery

All of my peers started their classes in a welcoming manner. They used both English and Bangla languages to make the students understand their lessons properly. They arranged questions, games and feedback sessions. They discussed the topic clearly. Above all, it was rewarding to observe their classes.

Lesson Conduction

As all the classes were taken through online, the materials were technological. The lessons were delivered by teachers through Google Meet, PowerPoint, Google Docs & Forms, images and so on.

Class Time Management

My peers were concerned about time management except one. Though she held her class properly but she could not complete teaching the class utilizing the allotted time of one hour. It is very important to manage the time while teaching. Otherwise, it puts a negative impact on the class.

Involvement of Students

Students were involved in the classes. They were very responsive and active in the classes.

Advantages of Online Class

Because of the blessings of technology, the classes were taken even in this outbreak of COVID-19. Everybody could attend the class staying safely at home. Teachers could organize their lessons rightly. Both teachers and students got the opportunity to explore technology in an effective way. There was no chance to miss the lessons as online classes were recorded and students could see them later too.

Disadvantages of Online Class

Internet connection was one of the biggest interruptions in online classes. Because of poor internet connection, some students had to suffer. Some of them could not attend the class and do the tasks even if they wanted. As it was not a physical class, the interaction between teachers and students was not absolute.

Teaching Experience Findings

Lesson Preparation

I prepared myself in the best way I could do to conduct my class successfully. At first I read my topic and wrote in a diary which helped me a lot to make my lesson plan and to conduct the class organized. I divided the entire time for different tasks. I arranged the game, quiz and feedback sections. Listening, speaking, writing and reading skills were in my consideration. I tried my best to make the class enjoyable and informative. I maintained a friendly tone with the students and made sure to involve them in the class.

Lesson Delivery

I delivered the lessons as per my lesson plan. I divided my plan into different sections. At first I introduced myself with them. I made them play a game which was about joining words and making a new word. Then I tried to make them read and speak throughout the entire class so that they did not feel bored. I made them write too in the comment box and took a small quiz. I followed the CLT method for teaching.

Student's Involvement

Students were very attentive and active throughout the class. They were quite enthusiastic. They participated in every task given to them.

Feedback Summary

I arranged a feedback form to get to know about students' opinions. Through the form, I got to know if they liked my way of teaching and understood the lesson or not. I was very pleased to receive positive responses from them.

Chapter VIII

Recommendations

This internship gave me abundant experiences about teaching. I would like to make some recommendations for improvement based on my experiences.

- The students should be given more creative activities.
- Some pair work or group work should be given.
- As students face internet problems, they should be given enough time to complete their activities.
- Proper facilities should be ensured to attend the online classes from start to finish so that they can do the class without facing any inconvenience.

Chapter IX

Conclusion

I have completed this work as part of my final semester project. It has been a fantastic experience for me. I was very excited and honored to play the role of a teacher. I had an opportunity to get the idea of taking class through online. As it is the era of technology, it is surely going to help me a lot in future. It helped me to know how tough it is to be a teacher. So my respect for my teachers has increased a lot. We should expand this area of teaching more.

Appendices

Appendix 1

Lesson plan

Course	Romantic Poetry (ENG 224)
Teacher/ Facilitator	Kazi Rima Akter
Enrolled Students	Batch 14th Total students: 30
Lesson topic	Tintern Abbey (Section 1) by William Wordsworth
Objectives of the lesson	<ul style="list-style-type: none">● To learn new vocabulary● To get some information about the poet● To perceive the meaning of the poem● To perceive the information of the romantic era● To grasp the characteristics of romantic literature● To develop listening skill● To develop analytical skill
Date	21 st June 2020
Learning resources	<ul style="list-style-type: none">• Pictures• PowerPoint• E-text
Teaching method	CLT
Estimated time of the lesson	1 hour

Lesson Overview

Purpose	Teacher's activity	Students' activity	Time
Warm up	Teacher will show some paired pictures to make a word with those.	Students will state a name connecting the paired pictures and they will guess the name of the topic.	7 minutes
Introduction	Teacher will share some information about the poet.	Students will listen and will get some idea about Wordsworth.	8 minutes
Topic discussion	Teacher will discuss the first section of the poem in detail.	Students will observe the class and will say some lines with explanation as per the teacher's instruction.	25 minutes
Activity	Students will be asked some word meaning and short questions. Teacher will also ask if they have any confusion.	Students will answer them by saying or commenting in the comment box.	5 minutes
Quiz	Teacher will take a small quiz on the topic in Google Form.	Students will attend the quiz.	8 minutes
Feedback	Students will be given a Google Form to give their feedback on the class.	Students will share their opinion about the teacher and the class.	5 minutes
Conclusion	Teacher will conclude the class by thanking them.	Students will say goodbye.	2 minutes

Appendix 2

Class Observation Checklist

Daffodil International University
Department of English
Internship on “Report on Online Class Observation and Conduction in English during the
Outbreak of COVID-19”
Checklist for Class Observation

Institute: Daffodil International University
 Teacher’s Name: Afra Anam Class: 3.1, 3.2, 4.1 Section: UC-A
 No. of Students Present: 12 Course Title & Code: Classics in translation (ENG 431)
 Room No: Online Peer/Observer: Kazi Rima Akter
 Date and Time: 15/06/2020; 10 am

Objectives of the lesson (as perceived):

- Students will understand an epic poem.
- Students will have ideas about ancient society.
- Students will develop their listening skill.
- Students will develop their analytical skill.
- Students will understand the relationship between gods and humans.
- Students will understand the perspective of people about gods in the ancient time.

Were the objectives achieved and to what extent (in your view)?

Yes, the objectives were achieved properly. After the class most of the students were able to answer questions.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She showed good command and had enough knowledge on subject matter. She tried to interact with the students by asking them questions.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	She started the class on scheduled time and finished it within time also. To warm up, she used some pictures on screen. They have learnt about the story of <i>Iliad</i> book 14. She concluded the class nicely.

3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	She maintained a good relation and behaved nicely with the students. Students were encouraged to ask their confusions and she solved their confusions without being ignorant.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	She used PowerPoint on the screen. She showed pictures along with text for better understanding. She encouraged questions from students and responded them with interest, stayed focused on and met stated objectives. She used CLT method for teaching.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Her voice was clear and she used proper English. Sometimes she used Bangla language for better understanding.

MANAGEMENT

Was the time spent properly?

Yes

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

1. The warming up session where she showed some pictures from the *Iliad* to know their level of knowledge about the topic.
2. Question and answer part where she asked questions to the students after giving them a lecture.
3. At last clearance of confusions part where students were asked to talk about any confusion they had and she cleared them well.

CRITICAL EVENT (If took place)

Was there any ‘critical event’ in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

As the class was conducted online, some students were facing net problem. Otherwise it was alright.

Strengths observed:

Ø Good interactions with the students

Ø Intelligent (she wrote questions in the text bar of Meet so that students could understand the questions better)

Ø Can seek attention of students (showed pictures)

Suggestions for improvement: She could ask the students to read the text for more interaction. As the class took place online, it would be more effective.

Overall impression of teaching effectiveness: Overall, she did an excellent job. It was quite impressive the way she took the class.

Daffodil International University
Department of English Internship on
“Report on Online Class Observation and Conduction in English during
the Outbreak of COVID-19”
Checklist for Class Observation

Institution: Daffodil International University

Teacher’s Name: Farzana Sharmin Swarna

Batch: 1.3, 2.1, 2.2 Section: UC -A

No. of Students Present: 23

Course Title & Code: Romantic Poetry (ENG 224)

Room No: Online

Peer/Observer: Kazi Rima Akter

Date and Time: 17/06/2020; 11.30 am

Objectives of the lesson (as perceived):

- i. To introduce the poet William Wordsworth
- ii. To analyze the poem “Tintern Abbey”

Were the objectives achieved and to what extent (in your view)?

Yes, the objectives were achieved quite nicely. The students could answer the given question.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Yes, she showed good command and she had knowledge of subject matter.

<p>2</p>	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>Started the class on time and finished too within the scheduled time. She started the class with the introduction of the poet and finished it by taking class responses from students.</p>
<p>3</p>	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>Students were asked to tell if they had any confusions or problems. She tried to interact with them. The students were also active as they responded.</p>
<p>4</p>	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>She used the CLT method for teaching. She used slides and showed pictures to grab the attention of students which was quite impressive. She used a comment box for responses. She took a small quiz on Google Form to know how much the students had understood the topic. She met the stated objectives.</p>
<p>5</p>	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>Her voice was strong and clear enough to understand. She used some Bangla language too for more comprehension. Though she made some grammatical mistakes, she tried her best and held students' interest in the class.</p>

MANAGEMENT

Was the time spent properly?

Yes, time was spent effectively.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

- a. Displayed some important pictures from the poem
- b. Gave an introduction about the poet's background
- c. Explained the section of the poem with word meaning
- d. Took quiz

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was confusion). How did the teacher handle the situation?

No, but students might have faced net connection problems as the class took place online.

Strengths observed:

- a) Strong voice
- b) Good presenter

Suggestions for improvement:

- a. Should be a little slow while reading
- b. Should be more confident
- c. Should practice speaking more

Overall impression of teaching effectiveness: Overall she did an impressive task. She used a PowerPoint, e-book, pictures, Google Form, and comment box. So it was very effective for the students to learn. At last she took class feedback from students which were fascinating.

Daffodil International University
Department of English
Internship on “Report on Online class Observation and Conduction in
English during the Outbreak of COVID-19”

Checklist for Class Observation

Institution : Daffodil International University

Teacher’s Name: Kazi Rima Akter

Class:14th batch (PC)

Section: PC-A

No. of Students Present: 28

Course Title & Code: Romantic Poetry (ENG 224)

Room No: Online

Peer/Observer: Farzana Sharmin Swarna

Date and Time: 21 June 2020, 2:30 – 3:30 pm

Objectives of the lesson (as perceived):

- i. To learn new vocabulary
- ii. To get some information about the poem
- iii. To perceive the information of the romantic era
- iv. To grasp the characteristics of romantic literature
- v. To develop listening skill
- vi. To develop analytical skill

Were the objectives achieved and to what extent (in your view)?

Yes, she achieved the objectives in her class.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She gave a very good command and had good knowledge about her subject.
2	ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end-how the objectives of the lesson met/ what they have learned today)	She started class at scheduled time and finished the lesson properly with an attractive warm up. Then she started introducing the poet and had a conclusive end to her class on time by taking the class responses from students. Her subject matter was clear.
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	She held the students' interest. Obviously she is respectful, fair and impartial. She encouraged participation and interaction with students. Students were also active and involved in her tasks.
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	She used the CLT method for teaching. She used a PowerPoint slide and showed pictures to grab the attention of students which was impressive. She used a comment box and also students' own answers from their voice to respond. Students were involved in her class and responded to the questions she asked. She herself also encouraged the students for questioning.
5	PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Her voice was loud and clear and the presentation was so impressive. But she used Bangla so that the students understand better. Though in her class time she made some wrong pronunciation and some grammatical mistakes, she did a good job and took a very impressive class.

MANAGEMENT

Was the time spent properly? Yes, she did that.		
What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)		
Teacher discussed the first section of the poem in details.	25 min	
Asked questions about the topics.	5 min	
Responded to the students' questions.	8 min	

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was confusion). How did the teacher handle the situation?

No, but students faced some internet connection problem when she took class.

Strengths observed:

- a) Her voice was loud and clear.
- b) Her teaching was authentic.
- c) Responded to the student's questions.

Suggestions for improvement:

- a) She should practice her pronunciation skill more.
- b) She should be more focused on the feedback of students so that they can share their knowledge.

Overall impression of teaching effectiveness:

Her teaching effectiveness is very good and impressive. But the teacher needs to increase her confidence level.

Daffodil International University
Department of English
Internship on “Report on Online class Observation and Conduction in
English during the outbreak of COVID-19”
Checklist for Class Observation

Institutions: Daffodil International University

Teacher’s Name: Kazi Rima

Class: Online Section: PC-A

No. of Students Present: 28 out of 30

Course Title & Code: Romantic Poetry (ENG 224)

Peer/Observer: Wakil ur Rahim

Date and Time: 21/06/2020 – 2.30 to 3.30 pm

Objectives of the lesson (as perceived):

- i. To learn new vocabulary with development of listening and analytical skill
- ii. To perceive meaning of the poem
- iii. To grasp the characteristics of romantic literature
- iv. To get some information about the poet
- v. To perceive information about romantic era

Were the objectives achieved and to what extent (in your view)?

In my point of view, yes, the objectives were achieved. Because she focused on the lecture and content.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	She showed good command and had good knowledge on the subject matter. She tried to interact with the students.

2	<p>ORGANIZATION (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>Started the class at scheduled time and finished as well. Her warm up was attractive. She had a very good structured class but she could have spent a little more time on the brain storming for the students.</p>
3	<p>RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>Her feedback providing was great, she encouraged students to participate. She showed good manner, etiquette and attitude with students, showed normal enthusiasm, needs to improve pronunciation.</p>
4	<p>TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>Use of technology was good. Students were active to respond to her questions. She provided topic related pictures with examples. She had a variety of information regarding the topic and used real life examples with pictures. Some of her information was not clear. Students' interest was alright and her teaching method was simple but clear.</p>
5	<p>PRESENTATION (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>Voice was not clear but everyone was clear about the presentation. She needs to have a more clear voice.</p>

MANAGEMENT

Was the time spent properly?

Yes. She spent the class time well.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

Warm up	7 minutes
Introduction	8 minutes
Topic discussion	25 minutes
Activity	5 minutes
Quiz	8 minutes
Feedback	5 minutes
Conclusion	2 minutes

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No. She handled the class patiently.

Strengths observed:

She did a good presentation with proper time management.

Suggestions for improvement:

Need to develop pronunciation, need to be more fluent in speaking, need to encourage students more with clear voice.

Overall impression of teaching effectiveness:

Overall she did well to provide her teaching, fulfill objectives, ensure learning and students were positive.

Appendix 3

3.1 Screenshot of warm up game



3.2 Screenshot of Quiz

Quiz

What is the subject matter of this poem?

Your answer _____

The poet was impressed by the hermit-

True

False

What does verse paragraph mean?

equal lines with rhythm

equal lines without rhythm

unequal lines with rhythm

unequal lines without rhythm

When was Wordsworth named as "Poet Laureate"?

1842

1843

1844

1845

Which literary device is found in the 1st stanza of the poem?

metaphore

personification

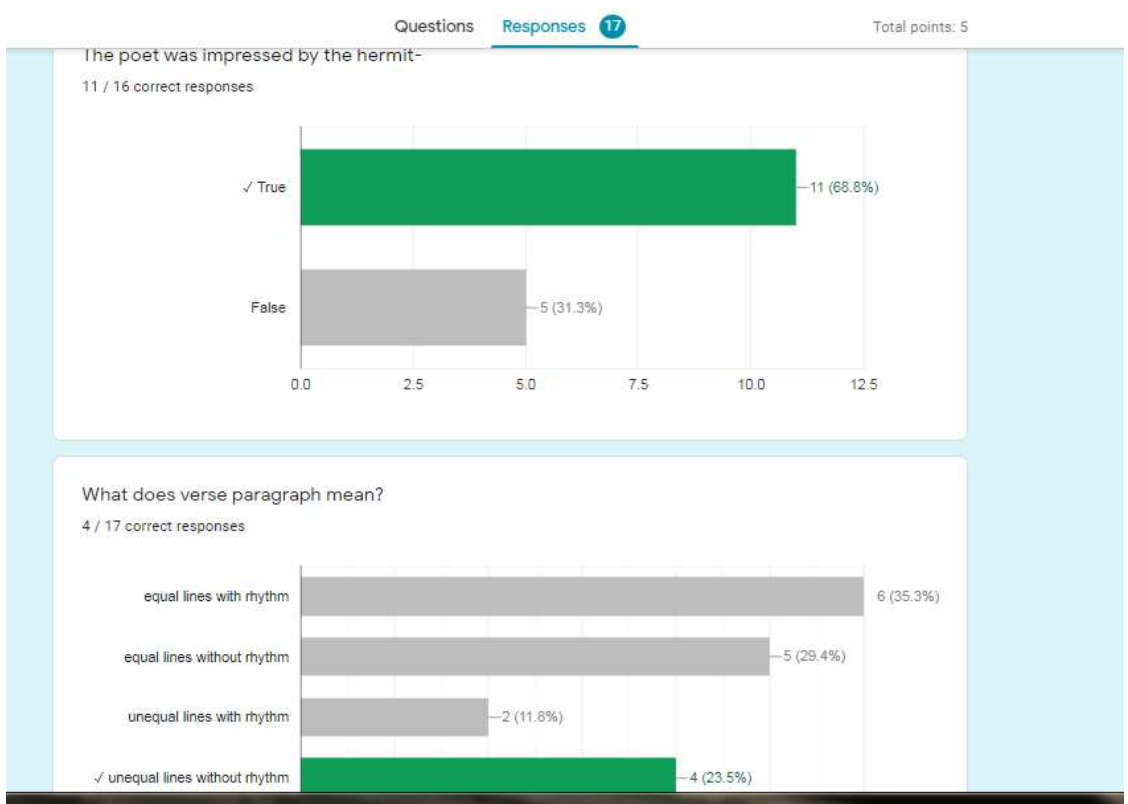
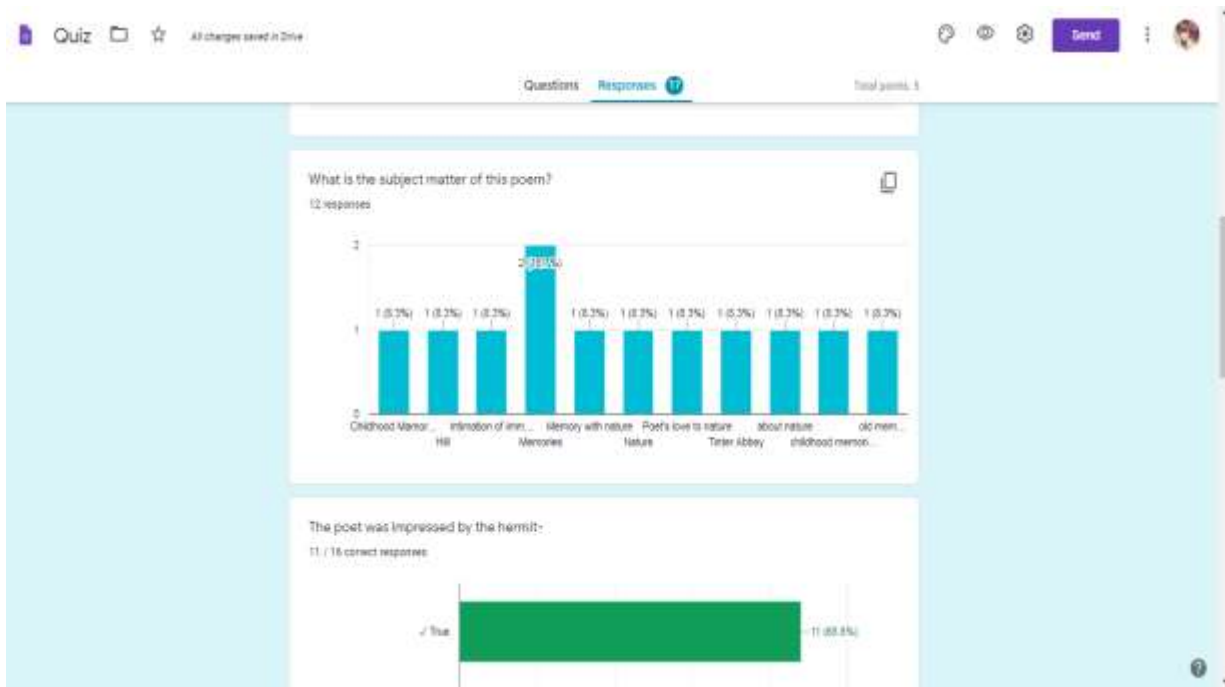
repetition

alliteration

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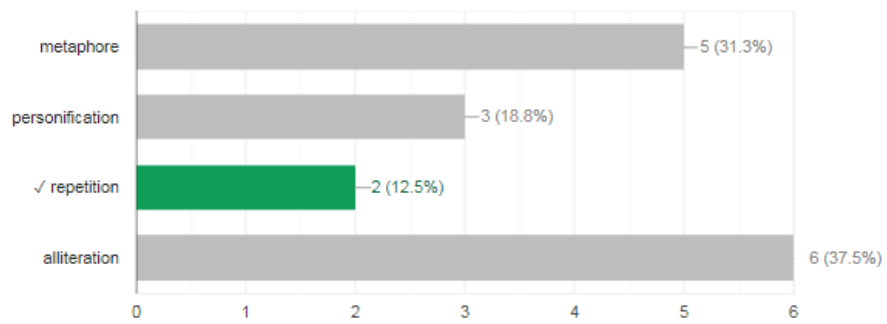
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Which literary device is found in the 1st stanza of the poem?

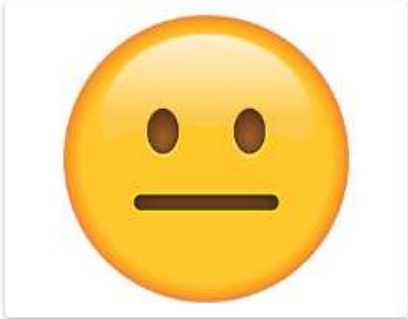

2 / 16 correct responses




3.3 Class Feedback

Student's response

How was the class?

Bad Fair

 excellent

How much have you understood the lesson today?

- a little
- not at all
- fully

Submit

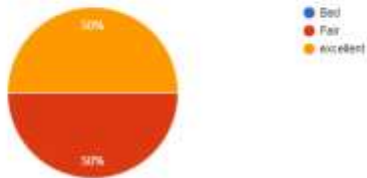
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Student's response  

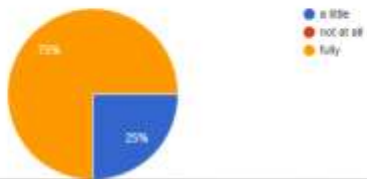
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Questions Responses **17**

How was the class?
16 responses



How much have you understood the lesson today?
16 responses



Appendix 4

Recorded Class Links

1. Kazi Rima Akter:

https://drive.google.com/file/d/1empEn0ucDSmq3wZA6H0_rvbVoeqp9NL8/view?usp=sharing

2. Farzana Sharmin Swarna: [https://drive.google.com/file/d/1-](https://drive.google.com/file/d/1-gT4FLHZNDP5X6JGLNoO9pBdYCPs9ubD/view?usp=sharing)

[gT4FLHZNDP5X6JGLNoO9pBdYCPs9ubD/view?usp=sharing](https://drive.google.com/file/d/1-gT4FLHZNDP5X6JGLNoO9pBdYCPs9ubD/view?usp=sharing)

3. Afra Anam:

<https://drive.google.com/file/d/1bdzt7J-HEAV6hmoa4G-hr7AoJtnV0jE3/view?usp=sharing>

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